

DT Free Standing Structures - Chairs

Discuss with the children what structure they will be designing, making and evaluating e.g. *Who will your product be for? What will be its purpose? What materials will you use? How will you make it strong and stable?*

- Generate some simple design criteria with the children e.g. the structure should stand up on its own, it should be strong enough to carry Teddy.
- Encourage the children to develop their ideas through talking, drawing and making mock-ups of their ideas with construction kits and other materials.

Music

Specialist teaching – playing tuned and untuned instruments.

Computing

Data Handling

PE

Dance/Gymnastics

RE

Does going to the Mosque give Muslims a sense of belonging?

Science - Materials

- asking simple questions and recognising that they can be answered in different ways
- observing closely, using simple equipment
- performing simple tests
- identifying and classifying
- using their observations and ideas to suggest answers to questions
- gathering and recording data to help in answering questions.
- identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for different uses
- compare how things move on different surfaces.
- find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching

TITANIC LINKS

Year 2 - Autumn 2

The Titanic



PSHE/Circle Time

Dreams and Goals

History

The Titanic

- **Events beyond living memory that are significant nationally or globally**
- **Significant historical events, people and places in their own locality.**

To understand the links The Titanic has to Liverpool by researching and visiting the Maritime Museum.

To understand how it was a national tragedy and whom was aboard the ship. (First Class, Second Class and Third Class)

To understand why this tragedy happened and produce a timeline of the events.

To produce information on the terrible tragedy.

Year 2 English – Bog Baby

Reading: (Word reading / Comprehension)

Pupils should be taught to develop positive attitudes to reading and understanding of what they read by:

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books and retelling some of these orally
- identifying themes and conventions in a wide range of books.
- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas Pupils should be taught to draft and write by:
 - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
 - organising paragraphs around a theme in narratives, and in non-narrative material, using simple organisational devices [for example, headings and sub-headings] Pupils should be taught to evaluate and edit by:
 - assessing the effectiveness of their own and others' writing and suggesting improvements
 - proof-read for spelling and punctuation errors
 - read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Speaking and Listening: Pupils will: Participate actively in collaborative conversations; use spoken language to develop understanding through imagining and exploring ideas; speak audibly and fluently with an increasing command of Standard English; participate in discussions, presentations, performances, role play, improvisations and debates; select and use appropriate registers for effective communication.

Maths – Multiplication/Division/Fractions

MULTIPLICATION AND DIVISION

- Count in multiples of twos, fives and tens.
- Solve one-step problems involving multiplication and division by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

FRACTIONS

- Recognise, find and name a half as one of two equal parts of an object, shape or quantity.
- Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.